

DOCUMENT RESUME

ED 263 365

CE 042 867

TITLE Nonformal Vocational Training. Courier No. 34.
INSTITUTION Asian - South Pacific Bureau of Adult Education.
PUB DATE Jul 85
NOTE 58p.
PUB TYPE Collected Works - Serials (022) -- Viewpoints (120)
 -- Reports - Descriptive (141)
JOURNAL CIT ASPBAE Courier; n34 Jul 1985

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Education; Adult Vocational Education;
 Developing Nations; *Distance Education; Educational
 Opportunities; Employed Women; Employment
 Opportunities; Females; Foreign Countries; Lifelong
 Learning; *Nonformal Education; Professional
 Continuing Education; Professional Development;
 Professional Education; Program Development;
 *Retraining; Skill Development; *Vocational
 Education; *Womens Education
IDENTIFIERS *Asia Pacific Region; Indonesia

ABSTRACT

This issue of the Courier has as its main topic nonformal education for vocational and professional competence. The first article, "Nonformal Education for Vocational and Professional Competence: A Report of a Conference" (John Doraisamy), is a summary of the discussions that arose from the papers presented at the Asian-South Pacific Bureau of Adult Education Region 3 Conference in October 1984. "Women's Participation in Society and Lifelong Education: Aims and Methods of Re-Education" (Makoto Yamaguchi) looks at available learning opportunities and barriers for women in education and the workplace and indicates areas where adult education/lifelong learning could assist. The farewell address of Raja Roy Singh to the staff of the Regional Office for Education in Asia and the Pacific follows. "A Distance Learning Development Programme in Indonesia" (Rex Kinder) outlines the development of a project that had the objective of setting up a system of distance education for bank staff. "Defining Nonformal Education" (Alan Davies) is a summary of a small group workshop discussion that attempted a definition of the term "nonformal education." (YLB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

BEST COPY AVAILABLE

ED 263365

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

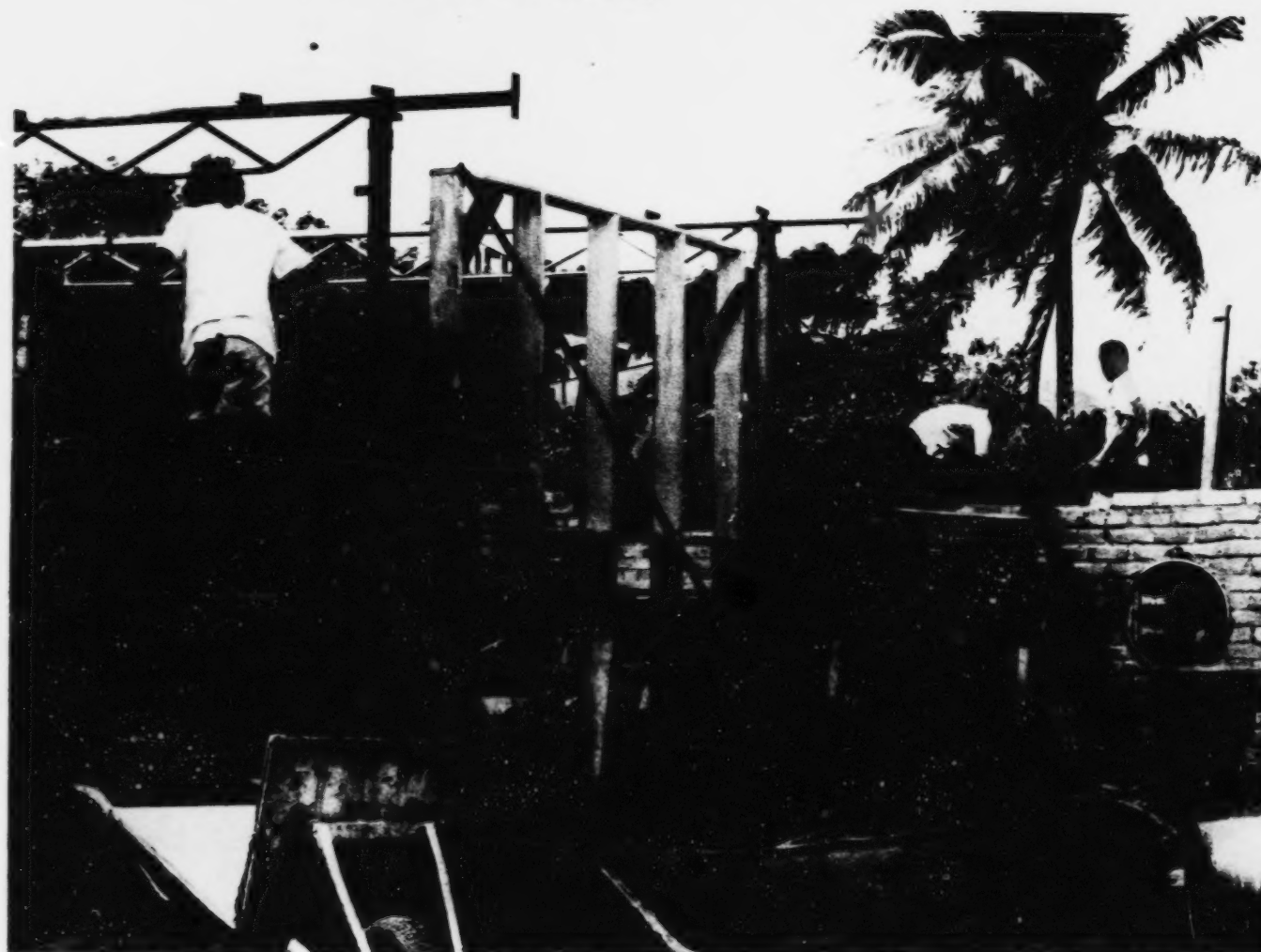
• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

Nonformal Vocational Training

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

[Signature]

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



68-042867
COURIER NO. 34



**ASIAN-SOUTH PACIFIC
BUREAU OF
ADULT EDUCATION**

3196 JIAYA 110

ASPBAE REGIONAL OFFICES

Region 1 (S. Asia)

Dr A.T. Ariyaratne,
Chairman,
C/- Sarvodaya,
Damsak Mandira,
98 Rawatawatte Road,
Moratuwa. Sri Lanka

Region 2 (China)

Contact Person:

Director,
Department of Adult Education,
Ministry of Education,
Beijing. P.R. China

Region 3 (S.E. Asia)

Mr Lim Hoy Pick,
Chairman,
13 Dalvey Estate,
Singapore 1025
Republic of Singapore

Region 4 (Pacific)

Contact Person:

Dr P. Schoeffel,
Continuing Education,
University of the South Pacific,
P.O. Box 1168, Suva. Fiji

SECRETARIAT

Dr W.M.K. Wijetunga,
Secretary-General,
30/63A Longden Place,
Colombo 7. Sri Lanka

ASPBAE COURIER

Mrs Yvonne Heslop,
Editor, ASPBAE Courier,
GPO Box 1225,
Canberra, 2601, Australia

ISSN No. 0 814-3811

ASPBAE is associated with the International Council
for Adult Education (ICAE)



The ASPBAE Courier is produced at the Centre for Continuing
Education, Australian National University, Canberra, Australia.

ASPBAE Courier Service is produced three times a year in April, July and December.

Opinions expressed in the Courier are not necessarily those of the Editorial Board or Members of the Asian-South Pacific Bureau of Adult Education.

All material contained in the Courier, unless otherwise stated, may be freely reprinted or reproduced to promote the free-flow of information and discussion. A copy of any reprint would be appreciated.

EDITORIAL BOARD

Mrs Yvonne Heslop, Editor
Dr Chris Duke
Ms Wendy Benson
Dr Elizabeth Sommerlad
Ms Helen Hill

SUBSCRIPTION AND MEMBERSHIP INFORMATION

Individuals and Institutions are welcome to join ASPBAE. The following rates apply:

ASPBAE Countries: (Asia and the Pacific):	Individual:	\$10.00US p.a.
	Institutional:	\$40.00US p.a.
Other Countries:	Individual:	\$20.00US p.a.
	Institutional:	\$60.00US p.a.

Please send cheques to: "Asian South Pacific Bureau of Adult Education"

G.P.O. Box 1226,
Canberra, 2601, Australia

Cover Photo: Students building a Vocational Training
Centre at Badili.

P.1 and 20: ILO photographs

CONTENTS

INTRODUCTION 1

NONFORMAL EDUCATION FOR VOCATIONAL AND PROFESSIONAL
COMPETENCE: A REPORT OF A CONFERENCE 2

ED. JOHN DORAISAMY

WOMEN'S PARTICIPATION IN SOCIETY AND LIFELONG
EDUCATION: AIMS AND METHODS OF RE-EDUCATION 11

MAKOTO YAMAGUCHI

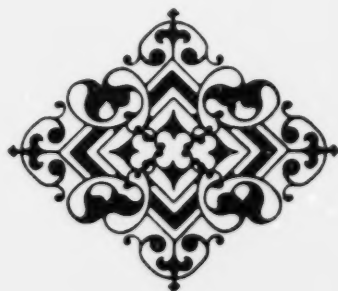
FAREWELL ADDRESS OF RAJA ROY SINGH TO THE STAFF
OF ROEAP: 17 MAY 1985 18

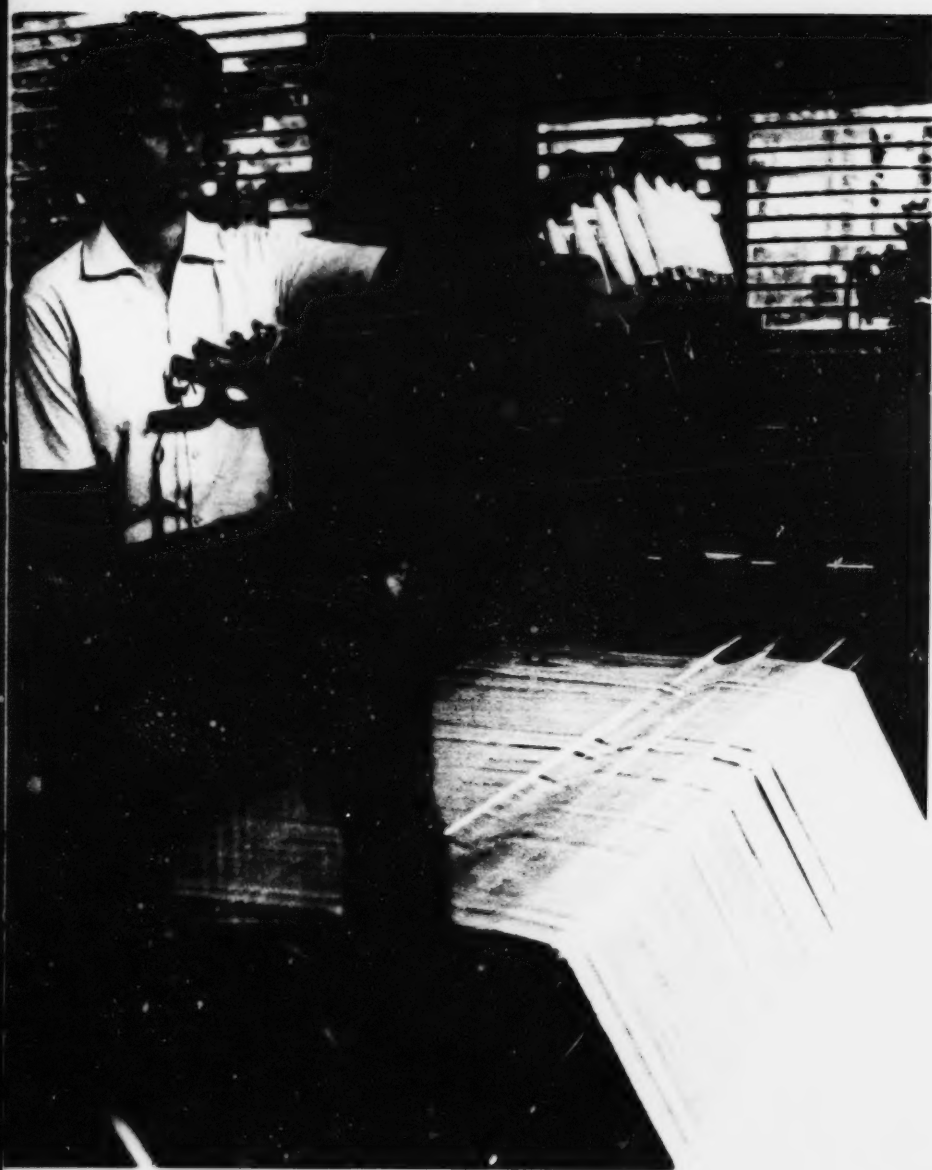
A DISTANCE LEARNING DEVELOPMENT PROGRAMME IN
INDONESIA 21

REX KINDER

DEFINING NONFORMAL EDUCATION 23

ALAN DAVIES





INTRODUCTION

This issue of the Courier has as its main topic "Nonformal Education for Vocational and Professional Competence". This was the focus of the ASPBAE Region 3 Conference held in Kuala Lumpur, Malaysia, in October 1984. The Conference was organized by the Association for Continuing Education of Malaysia. John Doraisamy has edited the papers presented at that Conference and provided a resume of the discussions which arose from the papers.

On a similar theme is a paper by Makoto Yamaguchi on women's participation in lifelong learning activities with particular reference to employment. She looks at what learning opportunities are available, what barriers there are for women in education and the workplace and indicates areas where adult education/lifelong learning could assist.

Raja Roy Singh, the respected head of the Unesco Regional Office for Education in Asia and the Pacific, Bangkok, retired from that position in May of this year. His farewell speech to staff of the Bangkok Office is reproduced in this issue as a tribute to Raja Roy Singh. What he has to say will be of interest to ASPBAE members.

Rex Kinder recently completed a project in Indonesia which had the objective of setting up a system of distance education for bank staff. The focus of the work was in the area of staff development to enhance bank officers abilities to assist small enterprises in rural areas. He outlines the project development in a paper which was originally presented at an Australian Association for Adult Education Conference held in August 1984 in Bali.

The final paper attempts to define the meaning of the term 'Nonformal Education'. Alan Davies was a participant in a RECSAM workshop on Science and Mathematics in Nonformal Education in Penang, Malaysia, earlier this year. As a prelude to other discussions some agreed definition of the term was needed and the paper is a summary of a small group workshop discussion. It provides an interesting addition to the continuing debate on this topic.

In a forthcoming issue of the Courier we hope to look at the quality of life in the large cities of Asia and the role of adult/nonformal education in meeting some of the needs of people living in them. If you have an interest in this topic and would like to send an article, photographs or other material please let me know as soon as possible.

Yvonne Heslop
Editor

Photo: Philippines Cooperative at which vocational training is provided with assistance from the ILO.

NONFORMAL EDUCATION FOR VOCATIONAL AND PROFESSIONAL COMPETENCE: A REPORT OF A CONFERENCE

Ed. John Doraisamy
Faculty of Education
University of Malaysia

The ASPBAE Region 3 Conference was held in Kuala Lumpur, Malaysia during the period 1-4 October 1984. In accordance with ASPBAE tradition, a seminar was held in conjunction with the conference. The theme was: NONFORMAL EDUCATION FOR VOCATIONAL AND PROFESSIONAL COMPETENCE.

The conference venue was the 'Rumah Universiti' (or University House of the University of Malaya. Participants from all the Region 3 countries attended while there were also well-known ASPBAE individuals like Dr S.C. Dutta (founder Chairman ASPBAE 1964-76) and Dr W.M.K. Wijetunga of Sri Lanka, the present Secretary-General ASPBAE. This was also the first major ASPBAE gathering attended by representatives from Macau.

Choice of Time

The host organization, the Malaysian Association for Continuing Education had proposed the theme for the 1984 seminar at the 1982 ASPBAE Executive Meeting and biennial conference held in Japan. The Malaysian team felt that this is the particular branch of adult and continuing education in which Malaysia had achieved remarkable success. With the rapid economic changes taking place in the entire Asia-Pacific region, it was considered appropriate for ASPBAE to focus attention on how various countries were addressing themselves to the task of ensuring the ready availability of sophisticated skills to cope with the demand for increased productivity. Apart from the basic country-by-country survey of the present provision of facilities in the private and public sectors for the development of vocational and professional competence, it was hoped that there would also be opportunities for discussing other aspects of the subject such as methodology, certification, research and desirable reforms.

The seminar was officially opened by the Deputy Minister for Education. After welcoming the ASPBAE delegates and local participants the deputy minister drew attention to the growing realisation that the formal education system is inadequate to fit out any individual with the skill necessary for earning a decent living throughout his life. With the bewildering changes taking place not only in technology but also in agriculture he saw no alternative to the rapid acceptance of the notion of life-long education. Malaysia had taken

note of the trends and, as long ago as July 1974, a national seminar had been organised to discuss the Learning to Be or Edgar Faure Report published by UNESCO. While, like all other developing countries, Malaysia too, had to devote an abundance of resources to the growth and development of formal education it had not ignored the needs of non-formal education. That was true not only of government but of private firms and para-statal bodies. The development process calls for more efficient transfer of technology and he was confident that the seminar would come up with concrete proposals for all kinds of improvements.

In conclusion he hoped that overseas participants would find time after the seminar deliberations to visit other towns and states in Malaysia.

Dr S.C. Dutta the founder Chairman (ASPBAE 1964-76) and Treasurer, Indian Adult Education Association, was particularly concerned about the lack of concern among University-education professional cadres to the urgent needs of less privileged members of society. He felt that there is a need to examine the initial training and preparation of young people for occupations of professional level at the universities. He also said:

In rural areas, in the light of the changes in the concept of development; when greater attention is being paid to the "human" as against the "technical" dimension of development; when concepts of GNP and per capita income, as determinants of development have been thrown over-board; when human resource development has been given primacy in development, education has assumed greater importance. There is a special relationship between education and human need, and this makes a case for education to be so designed as to serve the needs of human beings. In developing countries the problem of employment is one of the most difficult ones needing solution. Occupational competence, to provide employment to large number of landless labourers is the need of the hour in rural areas, where small scale industries, dependent on local produce and needs, should be set up to provide employment locally and to prevent migration to urban areas. Rural polytechnics and agricultural extension schools are essential for rural areas. But education as conceived today suffers from rigidity and built-in inflexibility. Non-formal education provides educational approaches that maximize decentralization of design and planning and provides for maximum experimentation and changes in the process of teaching/ learning.

For occupational competence, specially in developing countries, non-formal structures, with their flexibility and experimental approaches are more useful than formal educational institutions.

In urban areas in most developing countries of the Asian South Pacific region, industrialisation with its advantages and disadvantages is bringing about rapid changes in employment patterns and living style. Education in these areas will have to expand from liberal general education to vocational and job-oriented education. But this is about the future. In order to meet the present needs a large number of on-the-job training programmes will have to be initiated and are being actually undertaken in some of the leading developing countries like Malaysia, Indonesia and India. Many technical training institutes have been started in these countries to meet the varying needs of the broad-based industrial expansion that is taking place in this region.

I have mentioned the rapidly changing living style in urban areas and the job opportunities thrown up by these changes, needing professional and occupational competence. The jobs are secretarial and managerial, in property and the building industry, trade and commerce, hotels etc.

Improvement and development of the hotel industry in urban areas is another field which is opening up, having implications for adult education. Large numbers of women are being employed in this industry. On-the-job training is being looked after by the industry itself. Some of the multinational hotels have Departments of Human Resources Development. This itself is very good. It shows that hard-boiled businessmen are recognizing the need for human resources development as an essential component of development. Training and Development needs to be properly debated in the context of urbanisation and we should critically examine the role of adult educators, for I feel the changes that have taken place in the urban areas have far out-stretched the contribution that the formal education system can relevantly make. Here we must plan non-formal structures to meet our needs. We need to be very careful in making suggestions for requirements in each country. Non-formal education structure needs to be flexible and relevant. The programmes should be need-based and should be organized by private and non-governmental agencies. Universities can also play a role. As a matter of fact, the intellectual community needs to be educated about its responsibility and duty towards the less fortunate brothers and sisters of our society, and encouraged to help in the emergence of non-formal structures for development of learning, training and communication.

The experience of the last decade, in developing countries, has underlined the fact that illiteracy and insufficient education, has seriously retarded the process of development and prevented the benefit of development reaching the people for whom these were meant. The worst forms of poverty, malnutrition, disease, squalor, unemployment and inequalities are rampant. Education is one of the potent forces for fighting this battle for development of the large number of our people. Radio, television, oral traditional forms have a limited utility. Literacy, specially of the women is the key to the solution of our problem. Battle against illiteracy must become a part and parcel of our battle against poverty. Only then Development will have any meaning for the millions of our poor sisters and brothers in developing societies.

Dr K. Moro-oka, Professor of Adult Education, University of Kyushu, Japan, began with a brief historical review of the establishment of vocational education in Japan. The Japanese experience is unique in that, unlike most other Asian countries which are only now experiencing industrialization, Japan adapted its school system in anticipation of the challenge that industrialization would pose. He referred to reforms in Japanese education that characterized the closing years of the nineteenth century and he mentioned the leadership of KOWASHI INOUE who believed strongly that education of the people was akin to intangible capital for enriching and strengthening the nation and that the fostering of such knowledge and skills would form the bulwark for maintaining the independence of the nation as is already the case with the drilling of army and navy personnel. Professor Moro-oka attributed this early development of vocational education as a prime factor in Japan's rapid transition from the 'take-off' stage to the period of 'march toward maturity' and its present evolution into the high-technology state.

Professor Moro-oka continued:

Miscellaneous schools provide mainly young people with vocational and practical training in such fields as dressmaking, cooking, bookkeeping, typing, automobile driving and repairing, computer techniques, etc. Most courses in miscellaneous schools required for admission the completion of lower secondary schooling, while some courses require the completion of an upper secondary school course. The length of course varies from three months, to one year or more. In May 1982 there were 4,867 of these schools with about 630,000 students.

From around 1955 when the Government's Economic White Paper declared: "We are already out of the postwar

period, the Japanese economy completed the reconstruction phase and entered upon a period of full-scale growth. Industrial quarters had long been calling for the expansion of vocational education at the upper secondary level and the reduction of law, education and the liberal arts at the university.

In 1956, the Japan Federation of Employers' Associations (Nikkeiren) published its "Opinion on Technical Education to Meet the Needs of the New Era" and bitterly criticized the new education system as follows: "Japan carried out a reform of the school system after the war, but little attention was paid to the importance of technical education. At universities, the custom of placing too great importance upon law and the liberal arts compared with natural science and engineering has not yet been rectified, while the effort to promote scientific and vocational education in the course of compulsory education is still far from satisfactory. Unless plans to foster technicians and skilled workers parallel to the epochal growth of the Japanese economy are mapped out in order to ensure the enhancement of industrial technology, Japan's science and technology will certainly lag behind the constantly rising standards of the world and the nation will turn out a loser in inter-national competition, putting the next generation of the Japanese people at a great disadvantage".

The theory of investment in education became one of the officially accepted theoretical bases for determining the direction of education policy, and investment in the training of scientists and technicians as strategic manpower influencing the speed of economic growth came to receive priority. Among specific example of this were the inauguration of the five-year higher professional school system, combining three-year secondary education and two-year higher education, as an institution for training practical and middle-class technicians (1962), and a large-scale program for expanding natural science and engineering departments at universities (1961-1964) universities (1961-1964).

MACAU

The Macau paper presented by the Macau Association for Continuing Education described the present socio-political milieu in Macau and its recent autonomous administrative structure, after nearly three centuries of Portuguese colonial rule. The formal education system seems to an outsider to be really 3 parallel systems or at least streams viz the highly elitist institutions modelled wholly on the

schools in Portugal, the religious schools operated by Catholic and Protestant organisations and the Chinese schools, belonging to voluntary agencies with a marked China orientation.

The weakness of the education structure was highlighted, and the speaker cited a recent statistical survey that revealed that about two-thirds of the estimated 50 thousand children of secondary school age in Macau are not attending school, allegedly because of financial difficulties. Moreover recent legislation prohibits the employment of children below the age of 14 and if this were to be enforced strictly, serious social problems were bound to occur.

The speaker also said:

Till recent years Macau has always been living fundamentally on revenue generated from the gambling activities. Though light industries like the garment, toy and electronic industries already existed in Macau as early as the 1960s they reached the present industrial level only about five to six years ago. Professionals and technicians came mainly from Hong Kong and very little was done in developing local Macau human resources.

The need for professional and occupational competence gradually became more and more acute as the Government re-organized and standardized its departments. The Finance, Economics and Statistics Departments are the departments where we can find the most significant change. To cope with the need for specialization and fast developing technology the government has to recruit more specialists to work in its administration and set up standards for the professions. Public Government Service technicians are called in from Portugal. But this did not prove to be efficient as the new comers are hardly familiar with local conditions and practices. Worst of all these people do not speak the Chinese language, a language that 97% of the population speak, thus failing to cooperate efficiently with local citizens.

Though the University of East Asia now offers diploma and degree courses in management and computer knowledge, the urgent needs for skilled workers and technicians cannot all be met. Macau citizens not only have to gradually take up the important positions in the commercial companies like banks, hotels and factories, but also they have to prepare themselves for the eventual transfer of administrative responsibility of the Government.

Private voluntary organizations like the Macau Association for Continuing Education and the Macau Management Association are among the recent creations to develop local human resources.

Recommendations

With the present Macau education system many school-age children do not have the opportunity to receive proper education.

Before we can speak of promoting non-formal education for enhancing professional and occupational competence we have first to remedy the situation by providing special courses for those who are of school-age but who somehow do not have the necessary qualifications to earn a decent living.

In order to catch up with the fast advancing techniques and skills, non-formal courses of all sorts have to be organized not only in the revenue-generating areas but also in areas like in-service training courses for regular school teachers as well as for adult educators. Macau needs a healthy education system which can best be set up through the constitution of an Education Council in the Macau Legislative Assembly.

KOREA

Professor Hwang Jong-Gon and Dr Kim Shinil presented a paper on the Korean experience in non-formal education for professional and vocational competence. They provided some salient facts and figures on the well-known dynamism of the Korean economy. GNP per capita, it was revealed, had increased from only \$100 in 1963 to \$1,700 in 1981. There was a marked transformation in the structure of the economy, as the farming and fishery sector declined from 59 per cent in 1965 to 32 per cent in 1982. Correspondingly the share of the manufacturing sector rose from 10 to 22 per cent while the tertiary sector or services grew from 31 per cent to 46 per cent during the same period.

The following are some extracts from the rest of the paper:

It is well known that the single most important source of growth for the Korean economy is the highly motivated and well-trained labor force. An adequate supply of skilled manpower has been able to meet the requirements of rapid economic expansion. It is quite natural that Korea continues to place importance on education for improving professional and occupational quality of industrial manpower.

Non-formal education in Korea has made its own contribution to the economic development by providing basic vocational training and quality upgrading program.

The following is a brief description of out-of-school educational activities for vocational training and occupational upgrading.

Vocational Training Program

There are three types of vocational training institutes according to agents of establishment; public governmental agent, industrial, and voluntary organizations. Since the Vocational Training Act was enacted in 1967, the Government has made a great effort to expand the out-of-school program in vocational training. The Ministry of Labor Affairs has established 82 institutes and, at the same time, has assisted private industries and voluntary organizations to build vocational training programs.

The vocational training institutes run by industries are primarily in-plan training programs. Independent institutes are conducted independently by the employer concerned itself. Associated institutes are run cooperatively by a number of employers or by an association of them. In-plant training is conducted by the method of apprenticeship under direction of supervisors. The basic target of this program is to foster mono-skilled workers to be on the level of class II craftsman.

Voluntary institutes are run by non-profit organisations under the authorization of the Labor Minister. They are called authorized vocational training institutes. Their program aims at fostering mono-skilled and semi-skilled workers.

Needless to say, good management of manpower is as important as the development of that manpower. Also necessary is quality control of industrial manpower. The newly established Korea Vocational Training and Management Agency (VOTMA) under the aegis of the Ministry of Labor is responsible for manpower development, technical certification, registration, placement, research and development to adequately meet the needs of Korean industries.

To ensure the effectiveness and efficiency, research and development activities should support manpower planning, development and management. For this purpose, the Vocational Training Research Institute (VOTRI) undertakes researches in the areas of need assessment, program development, evaluation, placement, follow-up services and so on. Training materials development and instructor training are other important tasks of VOTRI.

INDONESIA

The country paper was presented by Dr CH. Rizal, General Secretary of the National Federation of Diklusemas Institutions. The term 'Diklusemas' stands for private non-formal educational institutions.

The speaker began with a descriptive survey of Indonesia's private non-formal educational institutions and spoke of their role in providing not only a second-chance education but also valuable vocational training for drop-outs of the formal system. He referred to the dilemma confronting the country and the view of some educational experts that there must be something radically wrong with an educational system that seems to be creating unemployment.

In Indonesia, as long ago as 1908 a program of non-formal vocational education was pioneered by Budhi Oetomo and this encouraged the spread of private education enterprises, in spite of lack of official support.

The speaker stressed that in Indonesia formal and non-formal education are based on the state philosophy of Pancasila which comprises the following five principles:

- * Belief in One God
- * A just and civilized humanitarianism
- * The unity of the nation
- * Democracy guided by deliberation and representation
- * Social justice for all

He also said:

Federation of Private Institutions (HP-PLSM-Indonesia)

Today the government of the Republic of Indonesia is considering the appropriateness of existing education, administrative and financial policies in assessing the need for and reviewing the provision of vocational adult education.

The programme of vocational adult education must be designed to prepare people to deal with events in the future by providing them the right image about the future. This will lead people to develop consciousness, possess knowledge, skill and ability and to be creative and responsible.

Education is parallel with the development of non-formal education. Both are organized to be one system and directed by the Department of Education and Culture in order to be able to create a new system for the Diklus-emas Management. Organizing the activities of vocational adult education, the Department is assisted by HP-PLSM-Indonesia (Himpunan Penyelenggaraan Pendidikan Luar Sekolah yang diselenggarakan oleh Masyarakat Indonesia), a federation of the outside school education institutions which is recognised as the partner of the Department of Education and Culture. This federation should organise all private institutions, such as colleges, training centres, institutes, special courses and others especially those that arrange activities outside of school education in society.

The private institutions and the government work hand in hand in efforts aimed at developing non-formal education in Indonesia. All non-formal education institutions must be able to provide qualified teachers, experts, leaders, creative and self-motivated managers, etc.

The Government also makes efforts to develop a new system of monitoring service and heightening the system of supervising the implementation of non-formal educational activities in villages or small towns which are spread out over the country. It will also increase and expand the opportunity for the students to study in out-of-school educational programs.

Essentially, well directed and planned efforts should be made by the Government together with the whole national potential to improve social welfare. The Indonesian society is not the object but the subject of development. The social development programmes, particularly development in the field of formal and non-formal education, should be based on increasing the auto activity, the self help, and the self supporting ability of the society concerned.

Since this kind of non-formal education (Diklusemas) is done by and within the society for its own benefits, its activities, therefore, should always be in line with the whole people's aspiration. Those

who join the Diklusemas Courses have to follow the P 4 Programmes (The Guide to the Living and Practice of Pancasila) which are regarded as a subject to be learned by the participants of all kinds of courses. Together with other subjects such as the National History, Demography and Entrepreneurship, the Guide to the Living and Practice of Pancasila have become the main and compulsory subjects within all kinds of Diklusemas Curricula. Besides, all students are expected to be capable of speaking and writing good Bahasa Indonesian. They are expected to increase their command of good and correct Indonesian because the Indonesian Language is the national medium of communication and is of great importance to the entire Indonesian people.

The quality of Diklusemas Courses should be commensurate with the development of modern science and technology. The Diklusemas programmes on the other hand should be in accordance with the needs for development in all fields. They should be able to increase employment and enlarge job opportunities. In other words their activities should be focussed on promoting the people's professional skill in line with the increasing needs for skilled workers. In view of this, Diklusemas should:

- * Enroll the drop-outs so that they will be able to improve their intellectual ability and skills.
- * Provide practical exercises for formal schools.
- * Overcome the difficulties and fulfil the shortage of formal schools.
- * Provide skilled and educated workers needed in all fields of life.
- * Improve the skills of employed workers.
- * Try to keep abreast with the development of modern science and technology.

THAILAND

Mr Sunthorn Sunanchai presented a paper in which he dealt firstly with the rationale behind the Thai government's programme for vocational skills training for professional and occupational competence. He pointed to the need for making education 'directly relevant to the development needs of the people in each particular part of the nation'. The situation in Thailand was that more than 80 per cent of the people earn their livelihood from farming, particularly rice cultivation. They are poor and are lacking in a knowledge of appropriate technology to increase their production. The prevalence of widespread indebtedness is giving rise to the evil of loss of land and many ex-

farmers are forced to work as hired farm hands. Many leave the land and migrate to cities in search of jobs. To this trend can be attributed the problems of chronic unemployment and under-employment.

Mr Sunanchai then described the measures being taken to make the formal school curriculum more related to the socio-economic environment. Compulsory education has been expanded from 4 to 6 years, but the speaker thought that that alone was not enough as, upon entering the world of work, young people needed facilities to get up-to-date skills and information throughout their lives. Moreover were the adults willing to take time off from work and home responsibilities to go to study? Teaching and learning methods most appropriate for adults had to be introduced and accepted by teachers.

Vocational education in Thailand is presently organised by various government and private agencies, all of which intend to design the programme so as to upgrade the people's living standards, particularly through skill training. Courses vary in length. They prepare learners with skills needed to (1) improve their current occupational practice; (2) change jobs or enter specialised job training courses; (3) generate supplementary income; or (4) initiate small scale services or production enterprises.

Nonformal Education Department (MOE)

The programmes organised by this agency are in the form of short-term occupational skill training courses (not more than 300 hours).

The purposes of the programme are:

- to provide the out-of-school population with basic knowledge and skills for improving their quality of life;
- to enable them to apply their new knowledge in their current occupation or in creating new jobs;
- to enable them to use their new skills for employment purpose.

The type of programmes being conducted are in the form of stationary and mobile units to give training in various vocational and occupational subjects according to people's needs.

The Department of Vocational Education (MOE)

The Department provides both the vocational education school system and the vocational non-formal system for the youth, but most of the programmes are available only in urban areas. The purposes of conducting the vocational non-formal system are (1) to give the opportunity to the people who have never acquired vocational knowledge and skills so that they can be able to use their new skills to earn their living according to their needs; (2) to upgrade youth in trades and technical skills for new employment or to upgrade their skills. It was found that there were quite a number of out-of-school people attending these training programmes. However, some of them dropped out from school before completing the course. In 1981 it was indicated that 38,983 people attended the short-term training (255 hours), and 21,439 completed the courses (which is 55%), while 17,544 people dropped out (45%). The reason why many people had dropped out was due to the fact that most of them had to travel a long way from the rural areas in order to attend the polytechnic school programmes located in the cities. They had to spend large amounts of money for their living and training materials. They finally found that they could not bear the burden. They therefore ended up dropping out from schools.

The Department of Industrial Promotion

This department has organised vocational training programmes for the out-of-school adults in order to prepare them for jobs according to their needs. The programmes are mostly related to industrial skills. The purpose of the programme is broadly, to provide the rural people with vocational skills and to enable them to use their leisure time profitably by engaging in some industrial training such as doing weaving, basketmaking, and other kinds of home industry so that they may use their own products and may exercise their skills as income generating activity.

Some Private Agencies

There are presently several private agencies which organise short-term occupational skill training programmes in parallel with those of government agencies. These agencies are, for example, companies, foundations, associations, unions and schools, whose programmes are mostly in the form of job preparation. Most of them provide training free of charge except the schools sector, where they organise the programmes on business purposes and the trainers/learners have to pay for their training and learning materials. These private schools are, for example, dressmaking training school, hairdressing and cosmetology training school, engine, radio and TV repair training school, school of typing, school of dancing etc, all of which are organised in Bangkok and other large cities. There are approximately 1,650 private agencies which conduct occupational training programmes. The

curriculum may be as short as 3 hours or as long as one year depending upon the types of subjects/skills. The modes of activities are conducted in different situations such as short meetings, group involvement, classroom, study tours, and training in the workshop. The training curriculum may be grouped into 5 main courses according to those most needed by the general public, of which examples are industrial training, home economics, business and commerce, music and traditional arts, and agricultural skill. Vocational skill should, therefore, begin with broad basic vocational knowledge, thus facilitating horizontal and vertical articulation within the education system and between school and employment. It should be designed so that it:

- (a) is an integral part of everyone's basic general education in the form of initiation to technology and to the world of work;
- (b) may be freely and positively chosen as the means by which one develops talents, interests and skills leading to an occupation or to further education;
- (c) provide the background in terms of skills, knowledge and attitudes, for continuing education at any point in the individual's working life.

In summary, the programme preparing for occupations in small industry, individual farming or the artisan trades, whether urban or rural, and particularly for self-employment, should include commercial studies enabling those engaged in such occupations to take responsibility not only for production, but also for marketing, competent management and the rational organisation of the whole enterprise.

MALAYSIA

The paper on the Malaysian experience was presented by Mr John Doraisamy. The following are some extracts:

With the high rate of growth which has been a feature of the Malaysian economy for several years now there is a great demand for a variety of business skills and more particularly management skills. 'Management development' directed towards the disclosure and cultivation of managerial talent is given priority in large as well as small firms, whether in industry, agriculture, commerce or banking. Whatever might be the initial qualifications of an executive he feels the need for refresher courses or an introduction to new aspects of management after a few years of business experience.

Consultancy firms from time to time advertise courses for senior managers. The larger multi-national corporations and banks have their own training departments or training schools which provide courses ranging from induction courses for new employees to advanced seminars for senior officers. As a special incentive many multi-nationals also send their managerial category of employees to their head offices in Europe, USA or Japan as the case may be for education in advanced managerial techniques. The 'Look East' policy has given Malaysians insights into productivity, quality control and related aspects of development in Japan and the Republic of Korea.

The private sector plays an important role in providing education and training in basic skills in the engineering, agricultural and commercial fields. Companies train, retrain and update the skills and knowledge of their own employees. Some have specific apprenticeship schemes while others may secure places for promising young employees in public training establishments.

There is an incredible number of small, private and full-time business establishments that provide practical training and instruction for young women who wish to acquire a skill. There are very wide differences among these 'schools', 'academies' and 'institutes' as far as size, and quality of training are concerned. One comes upon these centres of non-formal education in the most unexpected places - in back lanes or in rented space in large buildings. A 'ladies tailoring institute' may have only 20 students learning all about cutting and measuring from an elderly lady who owns the establishment. These establishments may be registered as sole proprietorships. The courses of instruction are highly personalised. They serve a felt need in the community, namely, to provide young female school dropouts with some skill that they can put to use. The girl who has followed a course of instruction in tailoring may work at home on a contract basis, supplying small shops and stores with children's garments or she may be asked to sew buttons or put the finishing touches to curtains, cushions, etc. Presumably all these establishments are fairly lucrative enterprises and their students manage to find employment or are able to work as self-employed individuals.

Although the most common of these establishments are tailoring academies one also comes across numerous training institutions that advertise courses of instruction in the following occupations: telephone operator, airline ticket clerk, modelling, commercial art, hairdressing and sales.

No statistics are available on the number and range of these private institutions but their contribution to income-generating skills, particularly for women, cannot be underestimated.

It would take too much space to list even a representative cross-section of the institutions which are concerned with pre-service and in-service courses for government servants. Suffice it to say that the number is increasing, as more emphasis is laid on proper training, while the need for refresher courses is also recognized. The following is a random list to indicate the variety of institutions that can be classified as training institutions in the public sector: Railway Training School, Telecoms Training School, National Merchant Marine Academy, Fire Department Training School. The statutory bodies too have their own permanent training institutions such as: Central Bank Training School, Electricity Board Training School, Rubber Smallholders Centre, Farm Mechanization Training Centres and Fisherman's Training School.

In spite of the investment of public and private resources in non-formal education we do not as yet have a proper national survey of non-formal education institutions and of their programmes, facilities and the instructional modes used by them. In 1969 the Royal Commission on Teachers' Salaries devoted one chapter of its report to a review of the then existing out-of-school education in the public sector. But that report was primarily concerned with teachers' salaries and conditions of service.

There are really very, very few individuals handling non-formal education who are professionally qualified. They may possess good academic qualifications and impressive work experience but they have not had any grounding in the rudiments of the teaching of adults. I do not consider qualifications meant for the teaching of young children and adolescents as adequate or even relevant for the teaching of adults. There are any number of official documents, resolutions and research publications that emphasize the need for the 'training of trainers'. ASPBAE and ACE can play a meaningful part in this endeavour.

BEST COPY AVAILABLE

CONSENSUS

The following is a summary of views that emerged from discussions, both formal and informal, that took place after paper presentations. For convenience they are presented under appropriate topic headings.

Status of non-formal education

It was felt that there is still much conservatism in formal educational circles, including powerful decision-making bodies, towards non-formal education. Some pay mere lip service while others seem to regard non-formal activities as typical of bungling amateurs. Although ways and means must be found to overcome this prejudice the best approach would appear to be that of perseverance and faith in non-formal education on the part of adult educators. Life-long education will sooner or later be seen as an idea whose time has come.

Training of Trainers

There seems to be an abundance of facilities or infrastructure for the full-time, professional training of teachers and instructors in the formal education sector such as primary and secondary schools. A similar arrangement should be worked out for the increasing number of individuals who are working full-time in the non-formal education sector, both in governmental and private institutions. The fact that a certain course is non-formal should not be taken to mean that those who comprise the instructional or teaching cadres should not be well-trained. The imparting of knowledge, skills and attitudes to the adult or out-of-school learner is sufficiently important to merit greater professionalization.

Research projects

It was felt that there is much potential for research into different aspects of education for professional and vocational competence. In particular there ought to be more modalities for evaluation of existing, on-going programmes as there is a danger that they may become stereotyped and even out-of-date with the passage of time. Assumptions that were valid when the programmes were started several years or even decades ago may not be still credible.

Countries that have had greater length of experience in this area ought to be willing to share their knowledge with others who are just starting on the road to more dynamic social and equal development.



WOMEN'S PARTICIPATION IN SOCIETY AND LIFELONG EDUCATION: AIMS AND METHODS OF RE-EDUCATION

Makoto Yamaguchi*

THE PRESENT SITUATION AND PROBLEMS OF WOMEN'S PARTICIPATION IN SOCIETY

The Social, Economic and Cultural Background of Women's Participation in Society

According to the White Paper on Population issues in June this year, the average life span of Japanese women is 79.7 years and that of Japanese men is 74.2 years. Japan has become the No.1 nation of longevity in the world, and the Japanese are entering a new era in which people live to be 80 years old.

During her life span of nearly 80 years, when her child-rearing years are over, a woman faces a period of over 40 years in which she will be middle aged and then old aged. Now, for the first time in the history of Japan, women must meet the challenge of how to live a meaningful life during this period. In the past, many Japanese women accepted their life, which had been decided by others, as destiny. But now, as mentioned above, the span of a woman's life has extended. In addition, women now have a smaller number of children, resulting in a shorter period of child-rearing. The load of housework has been reduced as the result of diffusion of house-hold electrical appliances, which enable women to have more free time. A woman's academic background has become higher and the equality between men and women greater. Moreover, women have now become aware of the importance of selecting and making their own life for themselves.

In European countries, democracy, individualism, and liberalism developed with the birth of modern citizens' society. It may be said, however, that it was a Copernican change for Japanese women, who had long lived for someone other than themselves under the family system based on the Confucian discipline that is peculiar to Japan. Their strongest response to the International Women's Year is their awareness of the necessity for them "to become independent as individuals". Here lies the starting point of women's re-education in Japan.

* Professor of Kanto Junior College, Narushima, Tatebayashi, Gunma Prefecture, Japan

** This paper is presented to International Seminar on Women's Participation in Society and Lifelong Education-aims and method of re-education, October 23-25, 1984, National Women's Education Centre Japan

The Japanese interpretation of women's social participation is that women go out of their family to spontaneously take part in any sort of social activities in the society. This interpretation presents an antithetical idea of family and society. The result: their social activities also include learning activities, cultural activities and sports activities.

Spending less time and energy at home women lead their life not only for their children's education and for the enhancement of family life but also for a variety of activities: some are re-employed and some participate in cultural activities to enjoy their hobby and leisure time and to increase their knowledge of general education subjects, in voluntary service, educational activities and community activities. Of all women in their 40s, 45% participate in some sort of learning and study activities. With the increase in their free time as well as the economic depression resulting from the oil crisis in 1973, a women's way of life has been shifted from a physically oriented one toward mental-elevation.

Women and Economic Activities

The percent of those re-employed after the child-rearing period is 45%. Of these, 70% are engaged in part-time work. The major reasons for their re-employment are to help meet the children's educational expenses and to enable the family to make loan payments to purchase a house.

Since most women enter employment when they are middle aged, they are limited to part-time work because the lifelong employment system makes working full time impossible. This situation is very different from the professional labour of European and American societies where the primary qualification is skill and where high mobility is found among professions. Part time jobs limit women to jobs as shopwomen, waitresses and production workers. Despite their lower wages and uncertain status, these jobs are attractive for them, however, because they allow a woman to work without disturbing her responsibility for the family, her integration into the community to some extent or her leisure time.

Those who continue to work even during the child-rearing period are predominantly engaged in jobs that have been traditionally considered suitable for women, ie. office workers, nurses, kindergarten teachers, health nurses, teachers and telephone operators. Those who are in a managerial post are very few in number -- only 0.8%. And, although some of them are really in a specialists' post, they are actually in the assistant's post to the specialist. Most of the work is just an extension of the role that they have played in the family.

The Japanese enterprise's views on woman's labour can be roughly classified into two categories: (1) low-cost and subsidiary labour which, because of child-birth and child-rearing, has a fast turn over rate and (2) core labour, which is used to revive the enterprise's activities because of women's high professional capability. For a long time many enterprises have been employing and supervising women from the view point of (1). In enterprises, a separate course of training is organized for women; no education or training to gain professional knowledge or skill is offered. Women are not trained for managerial posts either. On the other hand, based upon the view of (2), they aim to make the best use of women's capability in enterprises. They regard the work place as a changing one in quality because of the women's increased participation in society and the longer period of time to keep working. This view is held by the enterprises in the tertiary industry, (e.g. supermarkets and department stores), as well as people in micro-electronics.

Modern technology, which has produced micro-electronics and the robot and electrified housework make a woman's home chores easier. As the field of new technology opens, women workers are being polarized into two groups: those who have some knowledge of technology and those who do not. In software production, no difference between men and women is found. For this reason, it is the kind of job in which an increasing number of women with high academic background have been engaged in recent years.

Unlike the manufacturing industry, the business target of service trades are its customers. The economization of service will result in the expansion of a job area in which a large number of women have been working.

Now in Japan, an effort is being made in early enactment of the Law for Employment Equality between Men and Women in order that the Convention on the Elimination of All Forms of Discrimination against Women may be ratified in two years to come. And, a lively discussion is held as to the balance between women's protection and equality. It has posed a serious problem to both employers and employees.

Women's Community Activities

Taking advantage of the increase in women's free time and the International Women's Year, various activities for promoting equality, development and peace have been proposed. The joint participation of men and women in activities in many fields are now in progress. Since the latter half of the 1960s, Japan's national policy has introduced volunteer work as a part of youth education and women's education. Also, in the field of welfare, volunteer work has been activated since the 1960s, and a "volunteer centre" has been set up in every prefecture as well as in designated cities. Some of the reasons

volunteers are needed result from these new problems found in the Japanese community: the destruction of nature as a result of the development of industrial technology which had supported the high economic growth; public pollution; misuse of natural resources; degradation of the foundation of man's life in community due to industrialization; urbanization and the increase in the number of nuclear families; and the increase in the number of old people who live alone. Inhabitants wish to create spontaneous solidarity and co-operation in their communities. In order to help solve those problems, about 30% of the women in their 30s and 40s take part in some kind of volunteer work.

Social Participation and Family's Responsibility

With the International Women's Year as a springboard, equality between men and women has increased and sex roles in the family now tend to be more flexible.

In 1983, the Prime Minister's Office conducted "a comparative study on the woman problem" of seven countries. The study investigated each country's opinion of the idea "husband goes out to work and wife protects the family", and found that 14% of the respondents in Sweden, 26% of those in England and 34% of those in the U.S.A. supported the idea whereas 71% of those in Japan supported it.

Of the ideas of house work which prevail today, these stereotypes conflict. One presents housewives as workers under suppression who labor for house work, which is worthless, not essential and self-denying. The other presents house work as endlessly creative and as a job which provides the most appropriate opportunity for pursuing a leisure-type work. According to the latter idea, housework is not merely work, but it includes raising a family and creating man's cultural life. Under the system of distribution of labour of the capitalist society, the status of house work has fallen, but a family life must be created through the participation of all the family members and under the joint responsibility of them so that life as a human being may be made possible. To that end, it is hoped that the capability of the male members of the family to participate in housework be improved.

Man lives in three basic environments: home, workplace and community. To which of these three places greater importance is attached is indeed the individual's choice, but it is hoped that both men and women adopt a well-balanced life-style so that they can be a good family member, a good worker and a good citizen of the community as well.

CONTENTS AND METHODS OF WOMEN'S RE-EDUCATION

General Situation of Women's Education

The Japanese school system is under the 6-3-3-4 system (elementary, lower and upper secondary schools and university or college). The ages for compulsory education are from 6 to 15.

The pupils' future course guidance is given at the final stage of lower secondary school education. Since the rate of the lower secondary school graduates proceeding to upper secondary school has risen to 94%, the guidance they receive at this stage deals mainly with their choice of upper secondary school. In many cases, when it is suggested to students that they do not continue with their general education, students enter a school for vocational training. The vocational courses at the upper secondary school level are widely diversified, but most female students enter courses in commerce, secretarial work or home economics. In 1983, 20% of the female graduates of upper secondary school proceeded on to junior college and 12% went on to study at a university or college.

Since many of the girls enrolled in higher education attend only junior colleges, a woman's academic background is usually lower than a man's. Most girls enter the fields of the humanities, education or home economics. In contrast, most boys choose to study the social sciences, i.e. law, politics, commerce and economics and the field of technology. Eighty-six per cent of the female university or college graduates and junior college graduates want to get a job. (From the findings of the survey conducted by Recruit Centre in 1979 on "Trend in Girl Students' Employment".) Most of them, however, do not consider the relationship between their course of study in higher education and their future employment.

Outside the formal school system, there are miscellaneous schools and special technical schools which are designed to help students learn vocational and technical skills in a specific field. These schools are more practical and, further, their courses are completed in a shorter period of time. These schools are now developing rapidly. The special technical school offers the upper-secondary-level course, the specialized course and the general education course based on what has been learned at a miscellaneous school. The upper-secondary-level course is for graduates of lower secondary schools who wish to continue their secondary education; the specialized course is for graduates of upper secondary schools and offers education on a higher level. The general education course is slightly different from these two courses. Anyone can be admitted to this course regardless of academic background. For many upper secondary school students, the specialized course has become more attractive than the institutions of higher education. Its number has, therefore, increased. The reasons for this appeal are:

(1) There are 457 universities or colleges and 523 junior colleges in Japan. Their graduates can hardly get the job they want unless they are graduates from one of the prestigious universities or colleges. As a result, many graduates are forced to become blue collar workers. (2) The entrance examination to the limited number of prestigious universities or colleges is very difficult. Special technical schools can be entered without sitting these entrance examinations. (3) Enterprises in times of low rate economic growth demand men and women who have practical knowledge and skill. Special technical schools allow students to acquire these and to meet these requirements in a shorter time.

So far, miscellaneous schools have been well cognizant of social needs beforehand and met the needs successfully in advance. In the area of women's vocational education, special technical schools and miscellaneous schools will certainly provide the necessary training and, thus, breakthrough for women's independence. It will do so in a society in which it is considered important not only to have academic background but to have practical, working ability, in a society where useful skills for working in the community are more appreciated than having received an academic education, especially in the case of older women.

Unlike England, in Japan there is no tradition of students who study part-time or full-time at a university or college, while working. In Japan, those who work and wish to receive higher education take evening courses or correspondence courses at university or college. At present, however, a system of evening courses in addition to day-time courses is being made available for students by an increasing number of universities and colleges. Meanwhile, the number of private universities and colleges which have enlarged their admittance quota has been increasing. In addition, the University of Air will open in 1985 (it offers three courses: the courses of living, science, culture of industrial society and natural science), to which 10,000 students will be admitted.

Adult Education

Throughout the country, there are 17,222 public citizens' halls (as of 1981) which function as centres of lifelong education. Their maintenance and operation is the responsibility of the local boards of education. They organize 31,443 classes and lecture courses. The contents of the lecture courses are mostly for women, for example subjects in family education, family life, general education, physical education and recreation are taught.

In addition, Japan has 188 facilities for women's education. These are the centres for women's educational activities and are designed to develop a woman's quality and ability and to improve her knowledge

and skill. In 1980, these facilities organized 1,018 classes and lecture courses, but of these only 1.5% aimed to improve women's vocational knowledge and skill. The majority of the classes were for general education, physical education and recreation. It must be said that women show a lack of enthusiasm in vocational learning in the field of social education, but it may also be said that this field still plays a role in providing learners with the motivation for getting a job.

Education and Culture Industry

The concept of lifelong education expanded by Mr Paul Langran of Unesco has given birth to the society of learning organized by industrial firms in the private sector of Japan. The society is composed of the learning programs in education and culture which are sold by newspaper publishers, department stores, broadcasting stations, electric appliance manufacturing companies, musical instrument manufacturing companies and life insurance companies. This means that the "era of education and culture industry" has been reached.

The largest enterprise in this branch of industry is the Asahi Culture Centre established and operated by the Asahi Press. The Centre first opened in 1974 and, and the present there are 15 centres in 11 Japanese cities. They give 2,500 high quality lecture courses, and thus have quite a wide variety. Their enrolment has reached 80,000. Of the business schools opened by these enterprises, the schools of computer science and schools for future music teachers are related directly to vocational training. These schools are opened by oil and chemical companies and electric machine and musical instrument manufacturing industries. In addition, the Yasuda Life Insurance Company organises classes of education, child-care, medical consultation and children's welfare and lecture courses on clinical psychology, children's psychiatry, music therapy and plastic limotic. Enterprises in mass communication, such as newspaper publishers and broadcasting stations and commercial firms and department stores offer a wide variety of lecture courses including classes for foreign languages.

Vocational Training for Career Development

Japan's vocational training can roughly be divided into two categories: that which is conducted by the Ministry of Labour and the on-the-spot training given by the enterprises. In addition, the Japan Productive Centre and the Japan Labour Association organise ability development seminars.

(1) Vocational Training given by the Ministry of Labour

The vocational training institutes under the jurisdiction of the Ministry of Labour are designed to develop technicians' ability and to train them to be capable professionals. They conduct the technicians'

education and training as well as special training for re-development of ability. They also provide skill examination. In 1983, Japan had 387 such institutes, whose total enrolment was 330,000. About 20% of the trainees were women. As the number of woman workers increases, the number of women trainees will also increase. At present, however, the percentage is still low because the training which is given is mostly related to jobs in metal processing and construction, which are more suitable for men. Meanwhile, a vocational training junior college has opened so that trainees with higher academic backgrounds may be trained and the social needs resulting from technical progress may be met. Of the total enrolment at the college, 5.7% are female students.

In ability development training courses, many women participate in order to get re-employed. In addition, there is a vocational training institute for women only. The training courses in which many women participate are as follows:

- a) A training course for promoting women's employment - home economics and provision of meals.
- b) A vocational training course related to the tertiary industry - Japanese-language typing, English-language typing, office work of a general nature, business accounting, sales and simple printing work
- c) A training course related to drawing - tracing and mechanical drawing
- d) Others - Kimono making, western dress-making, sewing, knitting, beauty culture, ceramics, interior, service, advertising arts and plant management.

In 1982 of the trainees in these training courses, 35% were women who were 45 or over, who had once worked but had stopped to raise children and who now wanted to be employed once again.

(2) On-the-job Training given by Enterprises

Japanese enterprises employ both graduates of upper secondary schools and those of universities or colleges. Employees are given training when they arrive, and on-the-job training. Most of them stay with one company. In other words, they work under the system of lifelong employment and that of lifelong training in terms of lifelong employment.

Women employees, however, are not given the opportunity to receive this training because they cannot work on a continuous basis due to childbirth and child-rearing. For this reason the economic rewards of the education invested on them can hardly be expected. Even when there are enterprises which offer vocational training to their women workers, the content of the training is different from the training given male employees. Women learn how to receive visitors, how to respond to telephone inquiries, about commodities and general matters related to office work. This training does not contribute to the development of women's ability, promotion and appointment. Rather it may intensify and freeze the distribution of labour by sex at the work place.

In recent years, the increase in the number of women workers, the extension of the period for which they are in service, the elevation of their academic background and the increase in the equality between men and women have made a great impact on business enterprises. Enterprises now have to pay attention to the service of women workers. And they must integrate women's labour into the mainstream of the labour force. As a result, enterprises now try various ways to help women workers. These efforts include the new employees' instructor system, the sister system, the system of sending employees to school and the school for practice in ability development.

(3) Training for Career Development

In Japan, those who are in managerial posts are generalists. They are trained through experience in working at various work posts. They change their work posts in the so-called periodic personnel transfer practice, where employees move to a local area by themselves, without being accompanied by their families, and are transferred to a work place in that area. The old training in enterprises tried to make employees aware of their status and of the fact that their promotion depended on this status. This is an order-maintaining-type training to infuse employees with the knowledge of the rules required for discharging their duties which correspond to the stages of promotion. Those who are incapable of adapting themselves to such training drop out. People drop out when their knowledge and ability are insufficient for the training, when they cannot understand the rules and also when they resist and fail to adapt themselves to the training. Such training programmes for career development are not designed for women workers. Further, even when women workers are able to do their work well and are highly motivated to do their job, the company manager or the one in charge of personnel affairs is reluctant to allow women workers to be promoted and exclude them from the course of promotion. The sister system of some enterprises resembles a career path but it is not exactly the same.

A Program of Women's Re-education (A Model)

(1) Women for whom re-education is provided

At this stage her children are grown up enough to get a job, independent economically and married. A woman finds herself freer to get a job or to participate in community activities in order to make their life stable and worth living. Although women at this stage start showing signs of ageing, those who are around 35 are ready, willing and able to receive re-education. (Retirement age: 60.)

They have not received any school education about a job or social welfare and have insufficient if any knowledge thereabout.

Most of them have no job qualifications and almost none have any real working experience.

Their knowledge and qualification skills have to be up-dated because of the rapid progress in science and technology.

Some do not want to depend on others for their living but want to be independent economically, make use of some gifted ability and attain their self-realization in a creative manner.

(2) The Purpose of Re-education

For one's way of life

- * To help students be able to govern their lives and to develop their ability in planning their future.
- * To help students gain a knowledge of the structure and system of today's society, its employment and welfare. And to help fill the gap between the home life they have led so far and the rest of society.
- * To help students increase their ability to do their housework and to plan their lives in such a way that their responsibility for the family will in no way conflict with their social participation.

For professional life

- * To help students gain the knowledge, skill and qualifications required for the job that they have selected and to reinstate the knowledge, skill and qualifications that they have but which have not been utilized or is now out-of-date.

- * To help students equip themselves with the ability to collect the information related to jobs and to make a learning plan for themselves.
- * To help students have self-confidence about their employment and live a more meaningful life through working at a job.

(3) For Community Activities

- * To help students know about the idea of and to have the knowledge and skill required for community activities.
- * To help students increase their ability to collect information related to community activities for themselves.
- * To help students have self-confidence in participating in community activities and be able to live a more meaningful life by participating in the activities.
- * Communications at the work place (especially the ability to express oneself).
- * Labour unions

Preparatory course for community activities

- * Idea and history of development of community activities.
- * Identification of and appropriate actions towards the solution of the problems of community activities.
- * Programs and the present situation of community activities.
- * Acquisition of information on community activities and the opportunity of participating in these activities.
- * Acquisition of the knowledge and skill required for community activities.
- * Community activities and accidents.
- * Review of home life and participation in community activities.

Preparatory course for re-admission to educational institutions.

- * Defining the objective of re-admission to an educational institution.
- * Acquisition of information on re-admission to an educational institution, admission to it and the required entrance examinations.
- * Necessary expenses for re-admission to educational institution and provisions of funds which cover these expenses.

- * Conditions for deciding on the institution of higher education, qualifications one should obtain there and the course to elect.
- * How to obtain application forms for admission and entries on the form.
- * How to learn foreign language(s).
- * How to prepare a thesis.
- * Counselling.

(4) Contents of Re-education

In order to achieve the purposes of re-education, the following courses and curriculums are considered:

Life design course (fundamental course)

- * What is the quality of life?
- * The life cycle and living target after child-rearing.
- * Establishment of self-identity - the finding of their own personality, ability and character.
- * Economic independence (including a visit to an enterprise for observation).
- * Participation in community activities (including the observation of community activities in action).
- * Change from the role of mother to that of wife working participating in community activities together with her husband.
- * Review of house work and the responsibility for the family.
- * Responsibility for looking after the aged.
- * Designing a plan for the future (including counselling).

Preparatory course for re-employment

- * Employment structure and the situation of women's re-employment and employment conditions (especially part-time employment).
- * Qualifications and types of job.
- * Selection of job criteria upon which to base this selection.
- * Employment and learning opportunities (including paid leave).

- * Laws relating to employment especially the Labour Standard Law, the Law concerning Women Workers' Welfare, the Law for Equality in Employment for Men and Women and labour agreements.
- * Health and safety in labour.
- * Labour environment (especially psychology at the place of work).

(5) Methods of Re-education

According to the findings of a basic survey on community life conducted in 1981, in general the Japanese woman's method of learning are either self-learning and/or the individual-basis learning found on TV and radio programs. The methods of re-education under the classifications of individual learning and collective learning will be reviewed below.

Individual learning

- * Use of libraries and information centres
- * Use of TV and radio programs (including the University of the Air).
- * University or college correspondence courses and social correspondence courses.
- * Counselling services on learning rendered by local boards of education.

Collective learning

- * Admission of the members of society to university or college: the University of the Air, university or college correspondence courses, miscellaneous schools and special technical schools.
- * Vocational education and training courses: vocational training institutes and vocational training junior colleges.
- * Adult education system: classes and lecture courses at the public citizen's hall and those at the women's education centre.
- * Education and culture industry: cultural centres and business schools operated by enterprises.

Vocational or learning counselling: facilities for assistance in women's employment (the Ministry of Labour) and public placement centres.

IDENTIFICATION OF PROBLEM AND FUTURE VIEW

The so-called M-letter-type women's participation in society is disappearing. Even while they are raising their children, many women do not stop working but tend, rather, to remain as part-time workers. Under these circumstances, it seems that women choose to work not only for economic independence but also because they prefer that way of life. The earlier they realize and establish a self-identity, the more desirable it is for them.

Today's society is one based on the qualifications. The more difficult it is to obtain the qualification, the higher the value of the qualification. The quality and guarantee of women's part-time labour are low. To improve this situation, it is hoped that women will have an opportunity to receive re-education in order to elevate gradually their professional knowledge, skills and qualifications. To this end, Japan must introduce more programs for part-time students and allow educational leave, much like the vocational education and training system found in England.

Several researchers have already studied learning practices in re-education. Specialists have done comprehensive studies of curricula, their applications and the learning which occurred from their use. But learning programs which will meet the learner's needs, based on the findings of these studies, must be provided.

As seen in the education industry, an increasing number of enterprises, including ones which send qualified persons to enterprises on demand and ones which run business schools are meeting social needs before they are met by other sources. It is necessary to establish and provide a network which will supply information on the programs of enterprises mentioned above. It is also advisable to develop a system under which re-education could be related to employment.

As there is a limitation on the facilities and equipment for social education, it is very difficult for this kind of education to meet the demand for diversified, high quality learning. In this area of education, it is necessary to find ways which will establish and maintain co-operative relations between the institutions of higher education and the business enterprises.

Raja Roy Singh retired from the position of Assistant Director-General of the Unesco Regional Office for Education in Asia and the Pacific in May 1985. During the past twenty years he has made a significant contribution to the development of adult education in Asia and many ASPBAE members have been encouraged and supported by him and his staff in their endeavours. ASPBAE would like to wish Raja Roy Singh well in his retirement and thank him for his support and valuable contribution to the development of cooperation among adult educators in Asia and the Pacific.

FAREWELL ADDRESS OF RAJA ROY SINGH TO THE
STAFF OF ROEAP*, 17 May 1985

I have had this unique privilege of having been on the same assignment in the same country for 20 years. As far as I know this is a privilege that no other U.N. person has enjoyed in Asia and the Pacific, and possibly in any part of the world and this has given me an enormous advantage, of course. But it is not just the passage of time, it is not that many years have gone by and therefore the advantage has come, but I have stayed on for 20 years because there was so much going on that one did not feel like leaving. It is not that things were done because I was here but it is rather that I was here because things were happening.

All these years what has made me go on is the fact that things were happening in Asia, in our region, in the country that we are in. We are not stationary, changes are very revolutionary and one felt that from Unesco one was making a small contribution to this ferment that was going on. Then I asked myself what we have accomplished, all of us together, in the last 20 years or more and I would like to share with you some of these things which I feel sincerely that we have accomplished, not I, all of us.

First of all, I think we have accomplished something that was not there two decades ago, not in the same strong form, and that is regional co-operation. Anybody who has seen persons coming together from different countries of Asia is immediately struck by the spirit of co-operation that seems to permeate; and this in Asia which is known for its diversities. When we refer to Asia we refer to a very [great] diversity. We say Asia is not a continent, it is not a region, it is not anything. That is the usual thing one hears in Europe: Asia is not anything; and that is the whole purpose of co-operation. It is not co-operation just in one thing but co-operation in many things. So for me this has been one of the springs of inspiration. This growing and strong co-operation in education now is

* Regional Office for Education in Asia and the Pacific

spreading to other Sectors of Unesco. The barriers in these fields are lowering. Not that they are lowering in the political field, not that they are lowering in the economic field, but [it is] in the matters of the mind the barriers are lowering and I think this is one thing that we in Unesco can be proud of, that we have made a little contribution towards this.

If there is one mission that I think that you and I and those who are working in this field should feel ourselves committed to protect and to strengthen, it is this co-operation. Because just as it has grown, it can also wither away. It does not take long to wither away co-operation. Co-operation is not a natural habit of mind, it is something that has to be cultivated and if you neglect it, it withers away. It is not a by-product of something that you are doing but you have to pursue it for its own sake. And if you cannot pursue it you would have lost something very precious and that is one accomplishment of which I feel very proud, on behalf of all of you, that we have contributed to.

The second accomplishment I would say, today in Asia I can claim there is a community of Asian educators, and now there is a community of Asian social scientists coming into being. There was not this community 20 years ago. We did not know each other; each of us was working in his or her own field. Today those who are working in one part of Asia are aware of what is going on in other parts. We are aware of each other; we are aware of each other's work. We are aware of the problems that we have in common and this awareness has brought about what I have always claimed is a genuine community of Asian educators and I believe a community of Asian social scientists. I hope that in the years to come we can make a similar claim of a community of scientists. That is another thing that is a fragile growth and one has to cultivate it directly and to safeguard it but it is there and I think there are dozens of instances of its presence. You can look up any book on education relating to any country of Asia and you will find from the references and the indexes how much cross-fertilization there has been of ideas. You looked up a similar book 20 years ago and you would not find any of these references.

Now the third accomplishment is again visible. It is a growing habit among educators, among policy-makers within the field of education, and, I think, again the social scientists - the growing habit of seeking solutions to common problems which are to be found in the Asian region in a co-operative manner. Now it is this which brings us together in Asia and this is a phenomenon which you do not find quite so strikingly in any other part of the world. It brings together in Asia the developed and the developing countries. Why is it that in Asia there is no polarity, there is no conflict in intellectual matters between the developed and developing countries? We do not find it. Why is this so? I think it is this growing habit of finding solutions and trying to help each other in finding solutions. Unesco has contributed to it and this is a contribution of which we should be

proud, we should be aware. Then in the last 20 years I have seen Unesco's action broadened and become stronger in education, in science, in social science, in culture. In all these Sectors, our programmes have broadened. The scale are different altogether. What was happening 20 years ago and what is happening today, the scales are different. It is not so many times; that kind of multiplier does not apply here. It is a different order of magnitude and this is made possible by the widespread and expanding support that Unesco's programmes are able to enjoy from the Member States, from other organizations, both U.N. and others. The support today to our work is much broader than ever it was before. Even in our Office in Education, 50 per cent of our work is from other sources - from U.N., non U.N., from Member States. When I first came here we had only three activities and not one of them had any support from any country, not one of them had any support from any other U.N. Organization. They were straight forward funded by Unesco. But now we can claim that out of our three million-odd dollars programme a year, 50 per cent comes from other sources. Now it shows that we have broadened in a very significant way.

Then another accomplishment I would like to draw your attention to is that recognition is now given to the standards we have tried to maintain - standards of efficiency, standards of objectivity in our work, standards of responsiveness to the countries. Now this kind of recognition does not come too soon. This kind of recognition is also not just a matter of complimentary observations. This takes years of work to accomplish, to get this kind of recognition, and here again this recognition can wither away. We can get derecognized rather quickly if we lose the awareness that we have to maintain certain standards in our conduct, certain standards in our work - standards of objectivity, of efficiency, of responsiveness to the people we are serving. I have been all along very proud, on your behalf again, by what people have told me of their encounters in this Office, the way they are received in this Office, the way they are helped in this Office. People of all walks of life, high officers from the countries to the junior officers coming from the countries. All of them have testified to the friendly and the helpful way and the constructive way that they are received in ROEAP and the attention that is given to their needs. This really makes me feel very proud. Now what has made this achievement possible? I think in the last four or six weeks I have had many occasions like this for farewell, and I have received many compliments on the work done, or supposed to have done, but I made it very clear to all that I relished these compliments but always only on behalf of all of you. This has been the work of a team, no single person has done it. I have not done it alone, I can tell you this. It has been the work of a team, of all of us working together. If you have the time and you have the patience I could tell you a story of how this team work has developed.

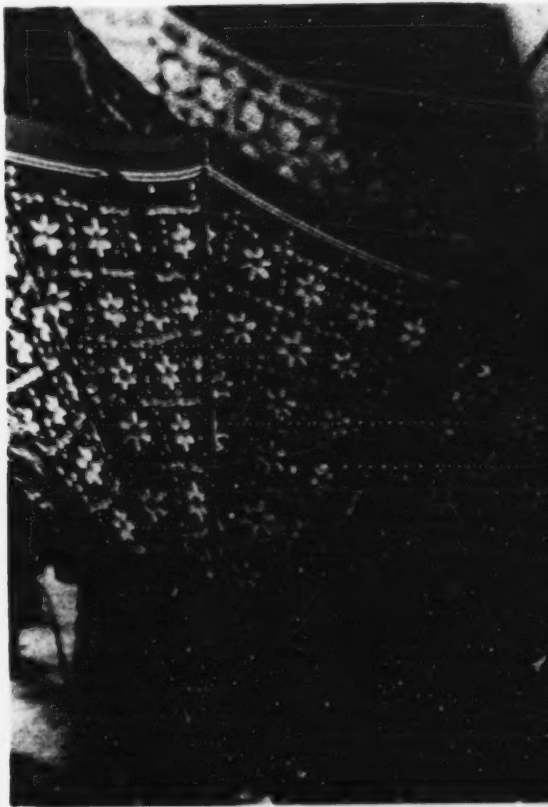
I remember that we were preparing the second, or rather the third, Ministers Conference document and I got fed up. I had been working on it for nearly three months and it was a very great strain. At that time we did not have the help of a large staff. We had only a limited

number of people and we were really at the end of our tether and then the General Service Staff came to me at 11 o'clock one night and said "we would work for you right through the night, don't give up what you are doing". I can never forget that. So what we have done we have done as a team. I would like you to remember this always. It is not a single person, no single person should ever think that he can do it even. It is all as a team and therefore we should be proud as a team and when things go wrong we should be ashamed of ourselves as a team. Another thing which has made this possible is that each one of you has been able to identify himself or herself with the mission or with the standards or the goals of this Office and of Unesco. This identification has led to sensitiveness, a great deal of sensitiveness, to the kind of reputation that this Office has, the kind of image that this Office projects, of even the wide range that this Office has. All this is made possible because each of you has identified himself with the Office and its mission. The other is that all of you have tried in your various stations to keep to the standards of good work. We did not require many instructions exhorting you to do good work. I think all that good work has come from your own initiative. Here again I can give you many instances. To me it is a perpetual surprise, I discover that new things are always happening in this office, things which are born of the initiative of individual staff members. Everywhere all the time I see new things happening on your initiative, not because somebody has instructed or the Unesco Manual Copy has been circulated. It is on your own initiative, so this awareness of the standards of good work has been one of your fine contributions.

Then I would like to impress on you first and foremost that international service is a mission and if it is not a mission then it is tinsel. This I have been saying again and again. Today I wrote to the Director-General to say farewell and in that letter I used this very phrase that "international service if it is not a mission, it is tinsel". You get salaries, you get attached to these salaries, all your motivation is purely mercenary, all you require is to collect more money, you are looking forward to the retirement when you will retire with a package, then the whole thing becomes a fraud. Without a sense of mission international service is a fraud. Now I have found this sense of mission very strong in our Office and that is why I have always looked upon this Office with a great deal of pride. I could depend on this Office that it will not let me down. Then I would like you to remember that your loyalty is first and foremost to Unesco as an Organization. It is this because we belong to Unesco and we are working for Unesco. It is this that gives our work objectivity. That is why we say we have achieved objectivity in our work and unless we have objectivity we cannot function very effectively. We are, in Unesco, going through a very critical time. I think all of you know about it. I have no doubt at all that we shall be able to surmount this problem. I say this in confidence because I have great faith in the Organization. A faith not born of innocence. On the eve of retirement it is rather difficult to confess to innocence. I have this faith because I have seen worse things, I have seen the dark things, I have seen everything that should not be there and it is a faith in the Organization which gives me the assurance and the confidence that we shall be able to surmount this problem. You will remem-

ber that when this crisis first broke out, in this very meeting room I gave you the assurance that you will not be hurt in this. I would like to renew this assurance today. As I am going away I assure you, I renew the assurance, that this crisis will not hurt you because on any case, on any consideration, our work and our programme are of an order that will be protected.

Vocational Training for
Blind Workers in
Thailand





A DISTANCE LEARNING DEVELOPMENT PROGRAMME IN INDONESIA

(Based on a paper given at the AAAE Conference - "Perspectives" Adult Learning - Bali, August 1984)

Rex Kinder*

The Need for New System

Most traditional systems for the delivery of education and training in the Third World countries are not entirely successful in the development of human resources. Sometimes the product or output of the systems are not good. In others the economic cost is too high. Less costly and more appropriate systems of education and skill development are needed by those countries (Hakemulder 1979,1). Political, economic and educational planners need to work together to develop these appropriate systems.

Educationalists in the Developed and Third World like Singh (1979, 29) are showing a lot of interest in distance education. Third world educationalists and training development specialists think that distance education/learning and related mass-media techniques can provide solutions to some of the manpower and development problems.

Indonesian Small Enterprises Development Project II

The Indonesian Second Small Enterprise Development Project (SEDP II) provides objectives in the general Staff Development area for a second Bank Indonesia (BI) coordinated project in Indonesia for small enterprise development. The project is run under the auspices of the World Bank while this sub-project is an Australian Development Assistance Bureau responsibility managed by WD Scott Pty Ltd of Sydney. The objectives broadly cover the strengthening of all training and human resource development areas of banking related to small enterprise activities. There is a specific objective requiring development of self-directed learning materials.

The Lembaga Pengembangan Perbankan Indonesia (Indonesian Institute of Banking Development-LPPI) is heavily involved in the development and presentation of training and educational programmes. My task is to advise and assist LPPI and BI in the design, planning and implementation of a system that will utilise self-directed learning materials.

* For W.D. Scott Pty Ltd and LPPI, 1984, as a consultant based in Indonesia 1983-85.

The term "Self-directed training" materials, during the evolution of the project, has been dropped and now the term "distance learning materials" is used. These activities include determination of feasibility in various areas of the sub-project, design of research activities and development of a strategic plan for overall implementation.

There has been some difficulty experienced in relation to the concept of staff development in the banks and LPPI. Staff development by definition is a macro-function. It covers an entire organisation. The project was designed within the context of staff development but only to be carried out at the micro-level. Within a sub-system of the organisation. This approach provides some difficulties but if the developments at the micro-level are used as catalysts, staff development activities in the wider organisational context should result.

What to do about the problem?

In consideration of the practical and theoretical issues arising from the project objectives and the geographic and social reality of Indonesia, a model and plan for implementation of an appropriate Distance Learning System for Indonesian bankers is being developed. The model is being designed on the basis of recent field research into needs, learning environments, infrastructure culture and economic constraints. It should also satisfy bi-lateral requirements of the SEDP II.

The plan for implementation includes an evaluation facility similar to that described by Stufflebeam et al (1971, 232-235) and in-text feedback described by Nathansen and Henderson (1980). Pre-implementation evaluation (formative) is included in the planning but, because of time constraints related to the project duration, a full evaluative system and some developmental testing will be all that can be attempted in the present sub-project period. Full, on-going evaluation will be necessarily the responsibility of LPPI and the System users.

Field research, postal research and interpretation of the data form major parts of the planning and development activities. In keeping with the needs of Indonesia, both research techniques and interpretation methods are straightforward and low cost. These attributes will be kept in mind in all aspects of the programme.

Initial Research

A familiarization and general research tour was undertaken (Kinder 1983). The purpose of the tour was to gain first-hand knowledge of a cross-section of locations in Indonesia. These locations were looked upon as a sample of sources of potential participants in the proposed Distance Learning System.

Characteristics influencing the potential effectiveness of the system were specifically observed. Examples are:

- physical facilities and conditions in bank branch locations;
- physical facilities and conditions in potential participants' homes and around the locations; and
- alternative facilities (training centres, colleges, universities etc.) for group and residential activities.

The areas of investigation required personal contact with a range of bank personnel to facilitate the collection of the above data and this also enabled collection of additional qualitative data. An attempt was made to gain impressions of individuals' motives, views and preferences relating to learning systems. Distance Learning was emphasized as a potential delivery system and information was gathered from a range of bank personnel on potential target groups for the system.

Informal observation was made of overall locational differences and their potential effects on the system. A report from this research was completed in October 1983. Overall, the findings were in favour of adopting a distance learning delivery system, with reservations. The reservations pertain to further research needed in the areas of target groups and specific subject needs. In addition, any distance learning system development activities need to be considered, in terms of priorities and costs, with other activities and planned delivery systems.

As a follow-up exercise to the above survey, a complementary research was carried out (Kinder II 1984). The intention was to test the speed and effectiveness of all classes of mail distribution, a Bank specific distribution system and at least one well-known commercial service. One, all or some of these distribution methods could be adopted for use in the system. A major result of this research is an indication of the appropriate distribution method for particular locations throughout the country. The response to this postal survey was outstanding, 90.2 percent of the 378 questionnaires posted over three months were returned. This suggests a rather strong interest in the programme. The turn-around time which includes delays after receipt by respondents, for questionnaires was not quite as encouraging, they varied from 3 days to 65 days. Postal-times varied from 2 days to 51 days. Aggregate results were more encouraging than individual results and the Airmail method of distribution was found to be the most reliable of all those surveyed. Overall, strict attention will need to be given to instructional design, reflecting the potentially long time between posting and receipt of distance learning materials. Further research and pilot testing of materials' formats and various levels of supplementary activities for distance learners is already underway and in there is cause for some optimism, particularly in the pace of materials development.

Conclusion

The potential value of the development of a distance learning system for Indonesian bankers is great. If the issues of proper research, planning and design can be adequately attended to, the system may be a valuable and integral part of overall bank staff development activities. If it is seen as complementary to other areas of staff development, rather than an alternative to existing training delivery systems, it can become an indispensable and cost-effective tool for general development.

References

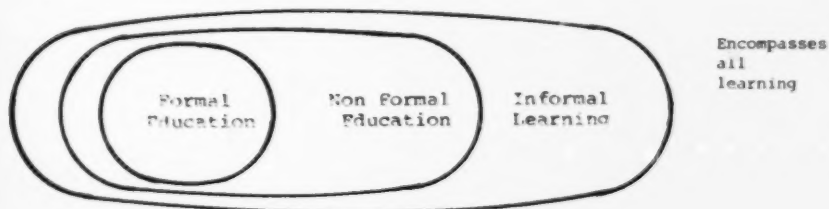
- Hakemulder, Jan, R. 'Distance Education for Development', German Foundation for International Development Report, International Seminar, 13-15/9/79 in Addis Ababa, Ethiopia. Bonn.
- Kinder, R.G. 1983 Report: Distance Learning Data Gathering and Familiarization Tour. Lembaga Pengembangan Perbankan Indonesia/WD Scott Pty Ltd, Jakarta.
- Kinder, R.G. 1984 Distance Learning: A Programme of Development for Indonesian Banks. AAE - "Perspectives" Adult Learning Conference. Bali. LPPI/WD Scott Pty Ltd, Jakarta.
- Kinder, R.G. II 1984 Report. Distance Learning Distribution Infrastructure Survey. Lembaga Pengembangan Perbankan Indonesia WD/Scott Pty Ltd, Jakarta.
- Nathenson, M.B. and Henderson, E.S. 1980. Using Feedback to Improve Learning Materials. Croom Helm. London.
- Singh, B. 1979 "Distant Education in Developing Countries with Special Reference to India". Bericht. Distance Education In Entwicklungslandern, Erkenntnisse Aus Zwei Internationalen Tagungen. Bonn. 1980. 29-31.
- Stufflebeam, D.L., Foley, W.J., Gephart, W.J., Guba, E.G., Hammond, R.L., Merriman, H.O. & Provus, M.M. 'Evaluating Types and a Model for Evaluation', Educational Evaluation and Decision-making, Chapter 7, Itasca I II: Peacock, 1971.

DEFINING NONFORMAL EDUCATION

Dr Alan Davies
Centre for Continuing Education

At a recent RECSAM regional workshop on 'Science and Mathematics in Non-Formal Education' one of the early tasks was to define Non-Formal Education. Three groups addressed the task separately and as would be expected with participants from 6 different nations, from the sciences and NFE, and all parts of Formal and Non-Formal Education, there were three different answers and even dissent within those. What follows is my synthesis of the work of the group of which I was a part. The group's work took my thinking further and I write it here because it may be of interest or value to others. I then (overnight) translated this material into the precursor of the appended table. The following morning other items were added where participants felt the list to be incomplete. I was then asked to transfer the contents and intent of the table into prose and a definition of NFE. Once this was done there was little time for collective discussion of the product by the group. In the time that was available there was at least one strong expression of dissent on the grounds that it was too verbose and indirect. Thus the following will have to stand on its own merits.

We defined NFE as 'All of those planned learning experiences that are not Formal or Informal'.



The definition, is by exclusion as the name Non-Formal suggests. It is simple, but without elaboration, not particularly useful. Before going on to specify Formal Education the report started with the following preamble.

We are concerned with the learning that is necessary for human, social, moral and national development.

Education in all its forms makes up the set of planned and organized activities aimed primarily at assisting this learning.

It is recognized that intended learning also occurs in activities that are not called Education, for example,

community development, village development, planning, organizational change etc. where learning is an important, but not the primary, outcome.

Formal Education

Some of the above learning needs have been recognized over time as warranting the establishment of permanent institutions which are either funded or regulated by the State or which give qualifications that are recognized or registered by the State.

The core, though not all of these activities, are sequentially related such that later stages depend on the learning achieved at an earlier stage and which lead to a State or system recognized qualification. The content, processes and administration of the formal system tend to be limited in the following directions. Firstly, to those needs which are seen to be generalized across the community, will remain needs over successive generations and for which there can be a postponed application. Secondly the teaching strategies need to be those which allow for competition between students, and which produce the efficient transmission of objective knowledge and concepts. Thirdly, that there is compatibility/consistency across all of the systems such that an individual can transfer within and between institutions without having to start the whole process afresh.

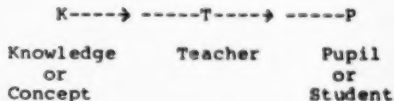
Because of all of the above the formal system necessarily has a long planning horizon and is fairly inflexible in responding to newly emerging or short term needs.

If however a need persists and it is judged that it will continue to persist into the foreseeable future it can be incorporated into the formal system.

The needs of the students' of the formal system are decided centrally.

In the formal system the students learning is mediated by a teacher.

The teachers' knowledge of subject, and their skill in imparting that knowledge, are important



Non-Formal Education

Aims at meeting learning needs that are not or cannot be met by Formal Education. They are thus planned activities or intended learning.

We recognize that there are two different sorts of learning needs encompassed by Non-Formal Education.

Firstly, those learning needs that can be taken out of their family/community organizational context and still validly serve their intended purpose.

Secondly, those learning needs that can only be met within their family/community/organizational context.

Non-formal education is not restricted in its client groups or methodologies and uses strategies appropriate to the need. It occurs outside the formal system but can if need be service the staff or students of formal educational institutions. It can also occur in government departments or private organizations that are not labeled 'education'. Much, if not most, of it occurs in Non Government Organisations or NGOs.

Non Formal Education can lead to the granting of credentials. However, their recognition is based on employers/clients judgement of their utility or worth - not recognition by the State or the system.

Non-Formal education can be sequential where the learning needs so dictate e.g. literacy is a precursor to much of the remainder of NFE.

The main advantages to society of non-formal education are its flexibility (of method, location, purpose), its responsiveness, its costs, its ability to respond to specific learning needs and the fact that its outcome has immediate applicability and practicality.

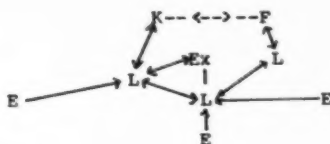
Hence the participant's learning can be either mediated by a teacher as above

K-----> -----T-----> -----P

or

K = Knowledge
T = Teacher
P = pupil

assisted by a facilitator or manager of learning, the participants' experience and perception of their own needs are often more important than knowledge.



Here the task of the facilitator is to manage learning

K = Knowledge
L = Learner
Ex = Shared experience
E = Environment

Informal Education

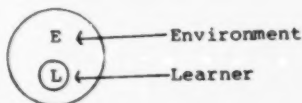
While this may seem a contradiction in terms to some people, there are senses in which it can be planned.

In the Bernardino statement 'Informal Education' refers to the "truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment - from family and neighbours, from work and play, from the market place, the library, and the mass media. Through informal education for example, a child acquires a substantial vocabulary at home before going to school, a daughter learns child care and cooking from helping and observing her mother, a son picks up occupational skills from his father and children and adolescents learn from their peers."

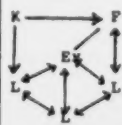
Here learning occurs directly from one's social and physical environment

One can increase the chances that informal learning occurs by deliberately increasing the learningfulness of the environment, eg. a child brought up in a bilingual family often becomes bilingual. Here the language environment has been enriched - become more learningful. The creation of a science museum or a Zoo which individuals attend of their own volition are other examples.

Here the educator or facilitator is responsible for enriching the learning environment



Where the environment is deliberately structured to enhance learning one could reasonably describe the learning as planned and intended and so informal education would be an appropriate descriptor. Where it occurs from the environment by chance, it would be better to call it environmental or informal learning.

	FORMAL	NON-FORMAL	INFORMAL
RELATION TO EDUCATION SYSTEM	Inside	Outside or Servicing	Outside
ORGANIZATION	Systematic	Planned	Depends on definition of Informal Education
CREDENTIALS PROGRESSION	Each stage premissed on completion of an earlier stage & leading to a recognized qualification	Recognition based on employers/client judgement of the worth/value of the qualification	
TARGET GROUP	All citizens	Varied - all citizens - specific - individuals - in some cases students	Inappropriate concept or All citizens
PURPOSE	Socialization -----> Economic/Productive Skills -----> National Goals-----> General	-----> -----> -----> Specific	Wise/informed/understanding citizenry
EDUCATIVE PROCESS K = Knowledge T = Teacher P = Pupil/student E = Environment L = Learner F = Facilitator Ex= Experience	K--> T --> P	K --> T --> P OR 	
RELATIVE PURPOSE	Learning is primary	Learning is primary or secondary	Learning is primary, secondary or incidental

FORMAL

NON-FORMAL

INFORMAL

LOCATION	Educational Institution	Anywhere: including any State or private organization or nongovernmental organization or other common group	Anywhere
CAN LEARNING BE EXTRACTED FROM ITS SETTING?	Yes	In some cases Yes in others No	No
TIME SCALE	Necessarily long term - Needs Planning Curriculum	Long or short term - can meet immediate needs	
FLEXIBILITY	Inflexible	Flexible	Up to the individual
STUDENTS/ PARTICIPANTS TIME HORIZON	Long-term postponed application	Short-term immediate application	
WHERE NEEDS ARE DETERMINED	Centrally	Locally with learners involvement	Learner

THE LEARNING MAP

The outer circle (E) includes all of our experience - some of which we learn from.

The next circle (D) includes all of the experience which results in us either thinking or acting differently. That is all our learning.

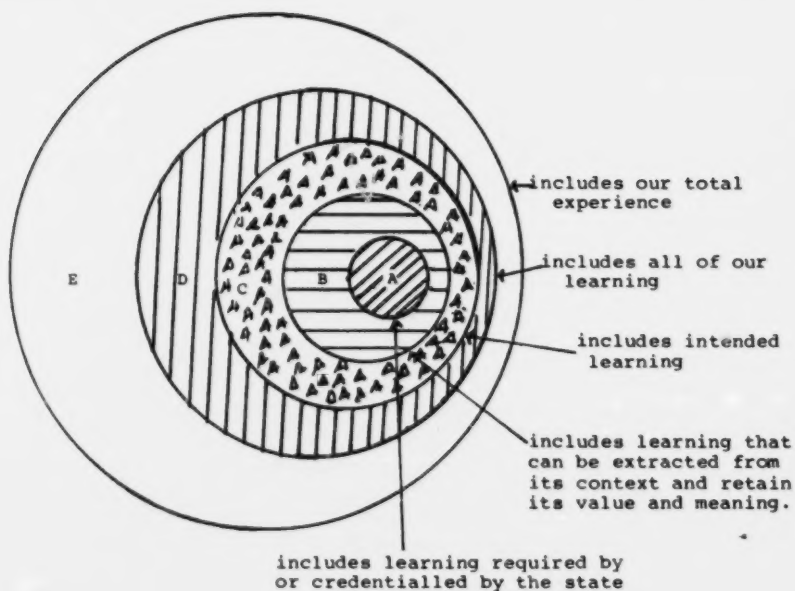
The next circle (C) includes all of the learning that we do which is intended. There is a lot of intended learning that is not done in pursuit of knowledge for its own sake. For example, when you want to build your own house, you may go to books or to others for advice, or to a half constructed house for a 'look see', or possibly to a home builders course with a view to being able to construct a house. Or you may simply learn by 'trial and error'.

The next circle (B) includes those intended learning activities which can be extracted from their context into a classroom or interest group, and still have meaning.

Finally, those activities inside the inner circle are those learning activities which are funded, credentialled or required by the State. That is Formal Education.

The legend underneath the learning map shows how the various areas relate to the terms informal/non-formal/formal education.

If we make a more learningful environment we push out the second outermost boundary (D). If we consider, say Thailand before 1870, the centre category (A) would disappear, but of course learning would not disappear - some might say it would be enhanced.



- E  Lost - Dormant or unincorporated experience
- D  Informal "Education" learning
- C  Situational learning education. Non-formal by my definition but not classroom based
- B  Non-Formal Education
- A  Formal Education